



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3419 Harrison St., Kingman, AZ 86409

Kingman Academy Of Learning

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Deborah Padilla
Schedule : 07:00 AM to 05:00 PM
Grades : 3-5
Web Address : www.kaol.k12.az.us
Phone Number : (928) 681-3200
Fax Number : (928) 681-3202
E-mail : bhamlyn@kingmanacad.pvt.k12.az.us

Mission

To give students a quality educational foundation for lifelong success. A basic skills school with an emphasis on correct writing procedures. There is a strong relationship between parents and school. Parents are partners in the learning process.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improvement of students in the academic areas. Students who meet or exceed their academic goals will be a success in the classroom.
- ü Reduction in absenteeism. Attending school every day is very important for academic growth, student achievement and high self-esteem.
- ü Strong emphasis on parent involvement. Administrators, teachers, and parents should be viewed by the student as a team working together for the good of the student.
- ü High standards for student behavior. This fosters an atmosphere of respect for classmates and teachers, creating a classroom environment where all students are able to learn without distractions and allowing teachers to teach without disruption.

Enrollment

October 1, 2005 School Year Student Enrollment : 329
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 315

Instructional Programs

- Û Back-to-Basics Language Arts/Math
- Û Back-to-Basics Science/Social Studies
- Û Inclusion Model Special Education
- Û Spanish Taught in Grades 3-5
- Û Chess Club

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	6 hours 55 minutes
First Day of School :	8/22/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Students receive an education based on high academic & behavior standards. The students will be provided a safe environment, with adequate appropriate material and highly qualified teachers. Parents are involved in aspects of their child's education.

Parents

Parents volunteer 30 minutes each week; parents are actively involved in the Discipline Plan of the school; students attend school regularly; parents emphasize academic excellence. Parents are involved in all aspects of their child's education.

Transportation Policy

Students are transported to and from school by school owned buses. Bus service is within neighborhoods where our students live, not door-to-door. Student behavior standards also apply to their behavior while on the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Û Teacher appointed to Scholastic Teacher Advisory Bd	2006
Û 100% Parent Attendance at Parent/Teacher Conferences	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	104	80010	99	99	99	457	457	447	5	5	10	10	10	18	69	69	53	16	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38935	100	100	99	457	457	447	6	6	9	8	8	19	69	69	55	18	18	17
Male	53	53	40974	98	98	98	456	456	448	4	4	11	11	11	18	70	70	52	15	15	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	10	10	34545	100	100	99	NA	NA	432	NA	NA	14	NA	NA	24	NA	NA	53	NA	NA	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	89	89	35142	99	99	99	457	457	465	6	6	5	8	8	11	69	69	56	18	18	28
Students with Disabilities	12	12	10161	100	100	93	425	425	419	25	25	28	17	17	28	58	58	36	NA	NA	8
Students without Disabilities	92	92	69849	99	99	100	460	460	451	2	2	7	9	9	17	71	71	56	18	18	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	21	21	39029	100	100	98	449	449	432	10	10	14	14	14	25	67	67	52	10	10	9
Non-Economically Disadvantaged	83	83	40981	99	99	100	458	458	462	4	4	6	8	8	13	70	70	54	18	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	79438	98	98	98	467	467	451	3	3	9	13	13	24	73	73	56	12	12	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	51	38775	100	100	99	476	476	457	2	2	7	10	10	22	75	75	58	14	14	13
Male	52	52	40560	96	96	97	459	459	446	4	4	12	15	15	25	71	71	54	10	10	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	10	10	34297	100	100	98	NA	NA	434	NA	NA	14	NA	NA	31	NA	NA	60	NA	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	88	88	34887	98	98	98	468	468	471	3	3	4	13	13	15	72	72	63	13	13	18
Students with Disabilities	11	11	9588	92	92	88	431	431	416	9	9	30	55	55	32	36	36	34	NA	NA	5
Students without Disabilities	92	92	69850	99	99	100	471	471	456	2	2	7	8	8	23	77	77	59	13	13	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	20	20	38685	95	95	97	455	455	435	NA	NA	14	25	25	32	70	70	50	5	5	5
Non-Economically Disadvantaged	83	83	40753	99	99	99	470	470	467	4	4	5	10	10	16	73	73	62	13	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	104	79971	99	99	99	429	429	423	6	6	8	42	42	41	50	50	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38974	98	98	99	445	445	437	4	4	5	36	36	33	56	56	57	4	4	4
Male	54	54	40895	100	100	98	415	415	410	7	7	10	48	48	47	44	44	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	10	10	34481	100	100	99	NA	NA	410	NA	NA	10	NA	NA	46	NA	NA	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	89	89	35150	99	99	99	427	427	437	7	7	5	42	42	35	51	51	56	1	1	5
Students with Disabilities	12	12	10258	100	100	94	394	394	377	17	17	23	50	50	51	33	33	25	NA	NA	1
Students without Disabilities	92	92	69713	99	99	100	433	433	429	4	4	5	41	41	39	52	52	52	2	2	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	21	21	38994	100	100	98	419	419	409	5	5	10	48	48	47	43	43	41	5	5	1
Non-Economically Disadvantaged	83	83	40977	99	99	100	432	432	437	6	6	5	41	41	34	52	52	56	1	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	109	80147	98	98	99	480	480	482	9	9	11	13	13	17	61	61	49	17	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	39281	98	98	99	480	480	483	7	7	9	19	19	17	55	55	50	19	19	24
Male	51	51	40780	98	98	98	481	481	482	12	12	12	6	6	17	67	67	48	16	16	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	97	97	36122	98	98	99	479	479	501	10	10	5	12	12	10	60	60	50	18	18	35
Students with Disabilities	21	21	10295	100	100	92	429	429	443	33	33	33	33	33	26	33	33	33	NA	NA	8
Students without Disabilities	88	88	69852	98	98	100	492	492	488	3	3	7	8	8	16	67	67	51	22	22	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	24	38371	100	100	97	465	465	465	13	13	15	21	21	23	67	67	49	NA	NA	13
Non-Economically Disadvantaged	85	85	41776	98	98	100	484	484	498	8	8	6	11	11	11	59	59	49	22	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	111	79686	100	100	98	480	480	470	8	8	11	18	18	24	62	62	57	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39163	100	100	99	483	483	475	5	5	9	19	19	22	63	63	60	14	14	10
Male	52	52	40438	100	100	97	477	477	465	12	12	13	17	17	25	62	62	54	10	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	99	99	35914	100	100	98	482	482	489	8	8	5	17	17	15	63	63	67	12	12	14
Students with Disabilities	21	21	9808	100	100	87	442	442	432	24	24	35	24	24	32	52	52	30	NA	NA	3
Students without Disabilities	90	90	69878	100	100	100	489	489	475	4	4	8	17	17	23	64	64	61	14	14	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	24	24	38095	100	100	97	460	460	452	17	17	17	21	21	32	63	63	48	NA	NA	3
Non-Economically Disadvantaged	87	87	41591	100	100	99	486	486	486	6	6	6	17	17	16	62	62	65	15	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	110	80372	99	99	99	482	482	475	1	1	4	33	33	30	63	63	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	39452	98	98	99	494	494	488	NA	NA	3	21	21	22	74	74	72	5	5	3
Male	52	52	40836	100	100	98	469	469	464	2	2	6	46	46	37	50	50	56	2	2	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	98	98	36213	99	99	99	482	482	489	1	1	2	35	35	22	60	60	72	4	4	3
Students with Disabilities	21	21	10526	100	100	94	448	448	427	5	5	15	52	52	53	43	43	31	NA	NA	1
Students without Disabilities	89	89	69846	99	99	100	490	490	482	NA	NA	3	28	28	26	67	67	69	4	4	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	23	23	38521	96	96	98	472	472	461	NA	NA	6	43	43	38	57	57	55	NA	NA	1
Non-Economically Disadvantaged	87	87	41851	100	100	100	485	485	489	1	1	3	30	30	22	64	64	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79306	100	100	99	506	506	504	8	8	13	19	19	20	63	63	49	10	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38845	100	100	99	506	506	505	7	7	11	20	20	20	64	64	50	8	8	18
Male	48	48	40383	100	100	98	507	507	504	10	10	14	17	17	19	60	60	47	13	13	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	95	95	36234	100	100	99	506	506	523	7	7	6	20	20	13	62	62	52	11	11	28
Students with Disabilities	16	16	10286	100	100	91	474	474	462	31	31	41	25	25	27	38	38	27	6	6	5
Students without Disabilities	91	91	69020	100	100	100	511	511	510	4	4	9	18	18	18	67	67	52	11	11	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	25	25	37437	100	100	97	496	496	486	12	12	19	20	20	26	56	56	46	12	12	9
Non-Economically Disadvantaged	82	82	41869	100	100	100	509	509	521	7	7	7	18	18	14	65	65	51	10	10	27

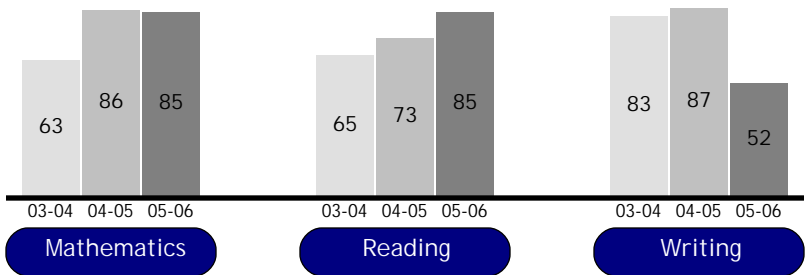
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79000	100	100	98	499	499	489	4	4	10	22	22	24	64	64	58	10	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	38774	100	100	99	501	501	494	3	3	7	22	22	22	63	63	61	12	12	10
Male	48	48	40150	100	100	98	497	497	485	4	4	12	23	23	25	65	65	55	8	8	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	95	95	36135	100	100	98	499	499	508	2	2	4	24	24	14	64	64	67	9	9	15
Students with Disabilities	16	16	9991	100	100	88	472	472	449	13	13	33	44	44	36	44	44	29	NA	NA	2
Students without Disabilities	91	91	69009	100	100	100	503	503	495	2	2	6	19	19	22	67	67	62	12	12	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	25	25	37234	100	100	97	480	480	472	4	4	15	28	28	33	64	64	50	4	4	3
Non-Economically Disadvantaged	82	82	41766	100	100	99	505	505	505	4	4	5	21	21	16	63	63	65	12	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	79611	100	100	99	503	503	496	1	1	7	40	40	37	57	57	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	59	39016	100	100	99	516	516	511	NA	NA	4	31	31	29	66	66	66	3	3	1
Male	48	48	40519	100	100	98	487	487	482	2	2	10	52	52	44	46	46	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	95	95	36380	100	100	99	503	503	511	1	1	4	40	40	30	57	57	65	2	2	1
Students with Disabilities	16	16	10664	100	100	94	471	471	440	6	6	23	50	50	54	44	44	22	NA	NA	1
Students without Disabilities	91	91	68947	100	100	100	508	508	504	NA	NA	4	38	38	34	59	59	61	2	2	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	25	25	37626	100	100	98	489	489	479	NA	NA	10	64	64	45	32	32	45	4	4	0
Non-Economically Disadvantaged	82	82	41985	100	100	100	507	507	511	1	1	4	33	33	30	65	65	65	1	1	1

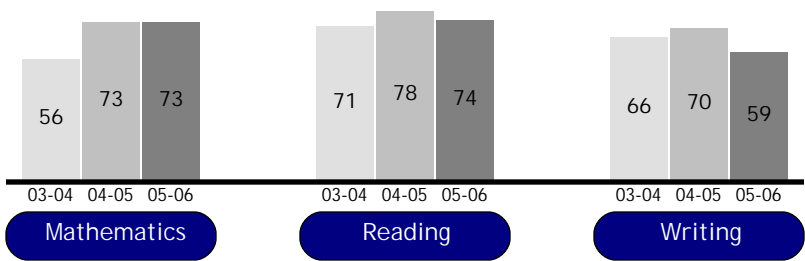
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	96	53	NA	55	100	55	55	44	97	65	65	46
	Language	93	56	56	61	100	51	51	44	98	56	56	46
	Mathematics	96	61	61	61	100	58	58	51	98	61	61	52
4	Reading	98	62	NA	56	100	51	51	48	100	61	61	52
	Language	98	55	55	52	100	52	52	49	100	52	52	52
	Mathematics	98	62	62	61	100	55	55	53	100	59	59	58
5	Reading	97	67	NA	55	100	60	60	50	99	63	63	56
	Language	96	59	59	49	100	60	60	50	99	58	58	54
	Mathematics	96	74	74	63	100	53	53	49	99	54	54	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Kingman Academy of Learning - Intermediate School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Technology
- Ü Student Discipline
- Ü Public Relations
- Ü NCLB
- Ü Uniforms
- Ü Fund Raising

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	.25	Teacher Aide	5.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	3	0	0
7 to 9 years	1	3	0	0
10 or more years	0	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü All Classrooms Have Internet Access
- Ü Gymnasium
- Ü Each Classroom has a Library
- Ü Student Library

Extracurricular Activities

- Ü Chess Team

Social Services

- Ü WACOG Senior Reading Volunteers
- Ü Food Bank Collections

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Percentage of students by grade level that meet or exceed the 2006 AIMS Academic Standards in math: 3rd grade 88 percent; 4th grade 74 percent; 5th grade 73 percent.
- ü Nine percent of students had perfect attendance for the 2005-2006 school year.
- ü Parent volunteer hours for the year totaled 8052.
- ü Percentage of students by grade level that meet or exceed the 2006 AIMS Academic Standards in reading: 3rd grade 86 percent; 4th grade 74 percent; 5th grade 73 percent.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Parents, teachers, and school administrators work together to maintain a safe environment. Parents are involved immediately with all behavior problems. Parents, teacher, and administrator work together to find a solution to student behavior problems.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Betty Rowe	(928) 681-2400
Transportation Policy	Susan Chan	(928) 681-2400
Community Resources	Kathy Scroggins	(928) 681-2400
School Nutrition Programs		
Parent Organization	Becky Fawson	(928) 753-0772
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.